Graduate Diploma in Tertiary Education (Level 7)

Learning and Teaching in Practice

Course Outline 2013

SMS Code	TE701001	Directed Learning hours	
Level	7	Workplace or Practical Learning hours	450*
Credits	45	Self Directed Learning hours	
Prerequisites	Nil	Total Learning Hours	450

Note: The proportions of different types of learning hours will vary for each individual.

Introduction

Kia ora. Welcome to the Learning and Teaching in Practice course. Three areas of inquiry are covered in this course: Praxis – integration of theory and practice; Assessment and Learning Design – and these are organised in ten units. It is recommended that you start with Units 1 to 5 (Praxis). Units 6 to 10 cover topics associated with the other two areas, Assessment and Learning Design; some of these are introduced in Praxis, and then applied later on as you work through the topics.

A range of tools and approaches is used to enable contact with the facilitators and other participants in the course. For example, online discussion forums are used for asynchronous interactions and computer conferencing is facilitated using Adobe Connect for 'real-time' (synchronous) connectivity.

Aims

- To examine adult learning approaches and explore how underpinning theories, principles and practices can be used to create learner centred environments that enable all students to achieve successful learning outcomes in a variety of contexts.

- To explore a range of learner centred assessment theories, principles and practices enabling participants to design or select, implement and integrate appropriate assessment tools and practices to support learning.

- To assist participants to design quality learner centred courses and integrated programmes linking outcomes with learning activities, content and assessment, to accommodate learner and stakeholder needs.

Learning Outcomes

At the successful completion of this course, students will be able to demonstrate the following learning outcomes.

Praxis – integration of theory and practice

1. Recognise, value and utilise students' cultural orientation, prior learning, learning preferences/styles, numeracy and literacy needs, by providing a diverse range of activities and opportunities to encourage deep learning.
2. Adopt sound pedagogical practices that reflect a comprehensive understanding of adult learning approaches needed to engage learners.
3. Transfer adult learning and teaching principles into a specific subject/work context, by planning, delivering and critiquing a session/learning sequence (covering a specific topic).
4. Integrate critical reflection into learning and teaching practice and engage in self-evaluation practices.
5. Articulate and implement a beginning personal teaching philosophy based on own concepts and beliefs integrated with adult learning theoretical perspectives.

Assessment

6. Critically review the integration of current assessment and evaluation theories, principles and practices with learner centred, culturally competent, learning approaches and assessment of prior learning.
7. Critically examine and apply relevant organisational strategies, policies and practices that are related to learning and teaching, considering their appropriateness for meeting students' needs.
8. Select or design, and justify the use of a range of assessments including clear and specific assessment/marking criteria to support student learning.
9. Critique a variety of feedback models/processes in order to provide clear, constructive feedback to support and advance student learning.
10. Critically examine and apply relevant organisational strategies, policies and practices that are related to learning and teaching, considering their appropriateness for meeting students' needs.

Learning Design

11. Use relevant educational theory to critique existing learning design approaches, delivery and assessment implications.
12. Make informed choices about learner centred pedagogy in learning design, taking learner and contextual factors, and the views of stakeholders, into account.
13. Explore co-negotiation and collaborative support mechanisms for learning design.
14. Develop and plan the implementation of innovative learning designs in a range of formats which demonstrate multiple understandings of learning and teaching and applies professional practices.
15. Evaluate all stages of learning design processes and products.

Schedules

The topics for each area of inquiry, Praxis, Assessment, and Learning Design are listed in Tables 1 and 2. Some of the topics are introduced in Praxis, e.g., quality assurance and learning design, and then applied later on when designing actual learning environments. Units 1 to 5 (Praxis) are mainly about teaching practice, and Units 6 to 10 (Learning Design and Assessment) are predominantly related to the learner experience and curriculum design. The sub-topics can be found on the course website: http://wikieducator.org/GDTE

Table 1: Praxis – Units 1 to 5 topics.

Units	Topics
Unit 1: Learner characteristics. • Recognise, value and utilise students' cultural orientation, prior learning, learning preferences/styles, numeracy and literacy needs, by providing a diverse range of activities and opportunities to encourage deep learning.	Topic 1: Welcome and introduction. Topic 2: Knowing the Learner. Topic 3: Culture.
Unit 2: Adult learning theory and Praxis. • Adopt sound pedagogical practices that reflect a comprehensive understanding of adult learning approaches needed to engage learners. • Critique a variety of feedback models/processes in order to provide clear, constructive feedback to support and advance student learning.	Topic 1: Theoretical Concepts. Topic 2: Adult Andragogy. Topic 3: Critical thinking.
Unit 3: Teaching Context and Learning Design . • Make informed choices about learner centred pedagogy in learning design, taking learner and contextual factors, and the views of stakeholders, into account. • Critically examine your institutions/employers assessment policy and practices including moderation, considering their appropriateness for meeting student needs. • Integrate critical reflection into learning and teaching practice and engage in self-evaluation practices.	Topic 1: Educational design. Topic 2: Quality assurance. Topic 3: Reflective practice.
Unit 4: Planning, delivering and critiquing a teaching session. • Transfer adult learning and teaching principles into a specific subject/work context, by planning, delivering and critiquing a session/learning sequence (covering a specific topic).	Topic 1: Planning a session. Topic 2: Facilitating a session. Topic 3: Critiquing a session.
Unit 5: Teaching philosophy. • Articulate and implement a beginning personal teaching philosophy based on own concepts and beliefs integrated with adult learning theoretical perspectives.	Topic 1: Action competence. Topic 2: Develop a personal teaching philosophy.

Table 2: Learning Design and Assessment – Units 6 to 10 topics.

Units	Topics
Unit 6: Critique learning design. • Use relevant educational theory to critique existing learning design approaches, delivery and assessment implications. • Critically review the integration of current assessment and evaluation theories, principles and practices with learner centred, culturally competent, learning approaches and assessment of prior learning.	Topic 1: Critiquing learning environments. Topic 2: Modes of learning. Topic 3: Assessment theories, principles and practices.
Unit 7: Learner-centred pedagogy and stakeholders. • Make informed choices about learner-centred pedagogy in learning design, taking learner and contextual factors, and the views of stakeholders, into account. • Critically examine your institutions/employers assessment policy and practices including moderation, considering their appropriateness for meeting student needs.	Topic 1: Cultural diversity and design. Topic 2: Stakeholders. Topic 3: Applying Quality assurance.
Unit 8: Personalised learning and diagnostic assessments. • Explore co-negotiation and collaborative support mechanisms for learning design. • Explore appropriate methods for assessing a learner's literacy and numeracy skills.	Topic 1: Personalised learning. Topic 2: Collaboration in education. Topic 3: Communities of Practice.
Unit 9: Planning and implementing learning. • Develop and plan the implementation of innovative learning designs in a range of formats which demonstrate multiple understandings of learning and teaching and applies professional practices. • Select or design, and justify the use of a range of assessments including clear and specific assessment/marking criteria to support student learning.	Topic 1: Trends in education. Topic 2: Planning learning experiences. Topic 3: Develop the plan.
Unit 10: Evaluation of Learning design. • Evaluate all stages of learning design processes and products. • Adopt sound pedagogical practices that reflect a comprehensive understanding of adult learning approaches needed to engage learner.	Topic 1: Evaluation theories and models, and types of evaluation. Topic 2: Evaluation planning. Topic 3: Evaluation processes and reporting.

Assessment
Cumulative assessment activities are to be compiled in a portfolio. The portfolio must demonstrate evidence of the activities you have undertaken for topics in all the units. A good way to do this is to divide your portfolio into **ten sections** using the names of the units. Under each unit, list the learning outcomes.

 It is best that you make your portfolio readily available so that your facilitators can give ongoing feedback and advice on your work on the activities.   Several activities will be formative and will help to build your capability for the summative (graded) portfolio assessment. It is recommended that you complete all activities. The activities will guide your assessment timeline.

Due Date: Submit the completed portfolio at the end of the course.

Portfolio Guidance
Compile a portfolio (collection of evidence and reflection) to demonstrate your learning relating to the units and topics in this course. The activities for each unit will guide you in this. More detailed guidance on the development of evidence for your portfolio can be found on WikiEducator at:
http://wikieducator.org/GDTE

In compiling your portfolio include a reflective narrative for each unit to do the following:
• explain your choice of evidence, why and how it relates to the learning outcomes of the unit, and your practice;
• demonstrate what you have learned and the relevance of this to your work;
• discuss how your new learning has impacted on your practice and influenced future actions you may take;
• support your perspective with educational literature and other forms of information (APA referencing is required).

Portfolio Format
You are advised to develop a digital portfolio for assessment as this will assist your current and future teaching practice. Your portfolio is best presented in a digital format that allows the facilitators to access the components regularly so that they can provide formative feedback and mark your work progressively.

Peer feedback on the portfolio
Making the portfolio available to others in the class is advised so that you can share ideas and support your peers through giving each other feedback and encouragement. Refer to the WikiEducator page: http://wikieducator.org/GDTE for information on possible formats and detailed guidance on creating your portfolio.

Marking Criteria: The marking criteria apply to each of the ten units in the course (see Learning Outcomes and Units in Table 3) and the grading table is shown in Table 4 further on.

Grading: The final grade is a cumulative mark for each section in the portfolio. To pass you must gain at least 50% overall with a minimum of 5 marks in each section. One resubmission is possible for each section achieving less than 5 marks each.

Recommended Reading: A range of readings and resources are identified on WikiEducator: http://wikieducator.org/GDTE

Table 3: Learning outcomes and units for assessment in the portfolio.

Assessment of the Portfolio: Ten units with learning outcomes	
Unit 1: Learner characteristics. • Recognise, value and utilise students' cultural orientation, prior learning, learning preferences/styles, numeracy and literacy needs, by providing a diverse range of activities and opportunities to encourage deep learning.	**Unit 6: Critique learning design.** • Use relevant educational theory to critique existing learning design approaches, delivery and assessment implications. • Critically review the integration of current assessment and evaluation theories, principles and practices with learner centred, culturally competent, learning approaches and assessment of prior learning.
Unit 2: Adult learning theory and Praxis. • Adopt sound pedagogical practices that reflect a comprehensive understanding of adult learning approaches needed to engage learners. • Critique a variety of feedback models/processes in order to provide clear, constructive feedback to support and advance student learning.	**Unit 7: Learner-centred pedagogy and stakeholders.** • Make informed choices about learner-centred pedagogy in learning design, taking learner and contextual factors, and the views of stakeholders, into account. • Critically examine your institutions/employers assessment policy and practices including moderation, considering their appropriateness for meeting student needs.
Unit 3: Teaching Context and Learning Design. • Make informed choices about learner centred pedagogy in learning design, taking learner and contextual factors, and the views of stakeholders, into account. • Critically examine your institutions/employers assessment policy and practices including moderation, considering their appropriateness for meeting student needs. • Integrate critical reflection into learning and teaching practice and engage in self-evaluation practices.	**Unit 8: Personalised learning and diagnostic assessments.** • Explore co-negotiation and collaborative support mechanisms for learning design. • Explore appropriate methods for assessing a learner's literacy and numeracy skills.
Unit 4: Planning, delivering and critiquing a teaching session. • Transfer adult learning and teaching principles into a specific subject/work context, by planning, delivering and critiquing a session/learning sequence (covering a specific topic).	**Unit 9: Planning and implementing learning.** • Develop and plan the implementation of innovative learning designs in a range of formats which demonstrate multiple understandings of learning and teaching and applies professional practices. • Select or design, and justify the use of a range of assessments including clear and specific assessment/marking criteria to support student learning.
Unit 5: Teaching philosophy. • Articulate and implement a beginning personal teaching philosophy based on own concepts and beliefs integrated with adult learning theoretical perspectives.	**Unit 10: Evaluation of Learning design.** • Evaluate all stages of learning design processes and products. • Adopt sound pedagogical practices that reflect a comprehensive understanding of adult learning approaches needed to engage learner.

Table 4: Grading criteria for each of the units in the portfolio.

A	B	C	D
20-16 marks	15-11 marks	10-5 marks	4-0 marks
All evidence is authentic, current, sufficient and relevant to the learning outcome, and easily located.	All evidence is authentic and relevant to the learning outcome. Most evidence is current, sufficient and can be located.	All evidence is authentic. Most evidence is current and relevant to the learning outcome. Some evidence is missing or cannot be located.	Evidence is minimally or not: authentic, current, sufficient and/or relevant to the learning outcome. Evidence cannot be located
Narrative is well structured and coherent, clearly explaining why the evidence was chosen and how it relates to the learning outcome and directly to your work.	Narrative has structure and flows coherently, mostly explaining why the evidence was chosen and how it relates to the learning outcome and your work.	Narrative can be followed and provides some explanation of why the evidence was chosen. How it relates to the learning outcome and your work is implied but not clearly linked.	Minimal or no narrative and/or with minimal or no explanation of why the evidence was chosen and/or how it relates to the learning outcome and your work.
Narrative and evidence clearly identifies in depth what you have learned and comprehensive reflective discussion demonstrates the relevance to your work, supported by meaningful and relevant examples.	Narrative and evidence mostly identifies what you have learned and reflective discussion demonstrates the relevance to your work, supported by relevant examples.	Narrative and evidence outlines what you have learned and description shows some relevance to your work, supported by examples.	Narrative and evidence shows minimal or no identification of learning. Learning is minimally or not applied to your own practice context. Minimal or no examples provided.
Comprehensive reflective discussion of how your learning has impacted upon your practice including in-depth discussion of change in your practice and your intended future actions.	Reflective discussion of how your learning has impacted upon your practice acknowledging intended change in your practice and potential future actions.	Identification of how your learning has impacted upon your practice acknowledging some possible change and future actions.	Minimal or no identification of how your learning has impacted upon your practice. Minimal or no acknowledgement of change and/or future actions from your learning.
Comprehensive integration throughout narrative and reflective discussions of a broad range of educational literature and other forms of information that strongly support the discussion. This supporting literature and information can be easily identified and located.	Integration throughout narrative and reflective discussions of a range of educational literature and other forms of information supporting the discussion. This supporting literature and information can be identified and located.	Integration through the narrative and discussions of some educational literature and/or other forms of information. A good effort has been made to enable identification and location of supporting literature and information.	Limited or no evidence in the narrative and discussions of the use of educational literature and/or other forms of supporting information. No attempt made to enable identification and location of supporting literature and information.